

“SMILE ” 2021-1-EL01-KA220-SCH-000032762

Scenario title: GROWING TOGETHER “MUSICAL-MENTE”

Author's name and country: Catania-Sicily (Italy)

Age of students: 4/5 years old – preprimary school

Duration: from September to October

Teaching scenario methodology

Aim and Objective:

Promote the development of social skills and enhance the learning process through the utilization of rhythm and music. The aim of this activity is to encourage children to utilize their acquired rhythmic and motor skills in collaboration with their peers. Moreover, an additional objective is to perform basic motions consecutively in order to compose a musical piece that corresponds to a story the participants have heard. The central character of this story is a dancer who receives assistance and support, as it is through collaboration that success may be achieved.

General reference to pre -work:

Knowledge of the scheme on a global and segmental level; the use of body parts to gradually reproduce rhythms while adhering to precise specified sequences; and learning to make rhythms with classmates. Improve body rhythm (clapping of hands, feet, jumping...) in phonological games (e.g. syllabic segmentation), which are beneficial for language development and beyond.

Necessary materials: Images, music and rhythmic melodies

Cognitive areas involved: The proposed activities will aim to support the

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development of memory, attention, focus, and creativity. They will allow children to promote motor and coordination abilities as well as auditory perception (fundamental for the development of verbal language and a prerequisite for the subsequent learning of reading and writing processes).

Description of the teaching scenario

Teaching process/phases/phases:

Phase A: Touch the body on a global and segmental level, beginning with oneself and progressing to one's partners in pairs.

Phase B: Produce sounds using the parts of the body indicated by the teacher (e.g. clapping your hands, stamping your feet, clapping your hands on your legs, on your stomach, on your chest, on your face, cracking your fingers). Experiment it with different speeds (slow - fast) and intensities (soft, strong and very strong)

Phase C: Recreate rhythmic and motor sequences with the body, based on recognized rhythmic melodies

e.g. THREE, TWO, ONE

CLAP HANDS - CHEST - FEET

DANCE OF THE HOURS

"We and music" Sound projects (Spaccazzocchi)

Phase D: Image reading, syllabic segmentation with body and motor rhythms (for example, DIXIT CARDS)

Phase E: Use the Dixit cards to encourage the children's creativity and narrative experiences.

Phase F: Listening to the song “Grecale” by Murubutu from the repository.

Activity: The activity will involve reworking the music with rhythms and body motions that will be free and spontaneous at first, then gradually transformed

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into dance with the help of the teachers. The choice to hold the activity in the Snoezelen multisensory classroom developed from the desire to provide children with the opportunity to live the experience in an immersive environment that promotes well-being and relaxation. This room provides a neutral space where children can express themselves freely, removing obstacles and prejudices. Cards Dixit will help children discover, experience, and explain their emotions and wishes via the use of visuals and word play.

General conclusion: The activity will transversally focus on every aspect of experience, with a special emphasis on *"images, sounds, colors," "language and words,"* and the *"self and the other."* Commitment, participation, and collaboration to achieve a common goal will highlight the essential principles of Civic Education.

Continuation: The next step in our program is to guide the children in the creation of rhythmic-musical compositions utilizing non-traditional instruments such as lids, pots, cutlery, pencils, and jars. Subsequently, we will introduce percussion instruments such as maracas, rattles, sticks, and triangles. This activity aims to provide the children with an opportunity to engage with the aesthetic aspects of music, which can contribute to their overall well-being and relaxation. Furthermore, it enables them to express their emotions, and overcome inhibitions, facilitated by the supportive environment fostered within the group.

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Video Description:

School: IC Italo Calvino

Teachers: Clementina Campochiaro - Concetta Monastra

Country: Italy

Brief description of the activity: Reading of images using DIXIT CARDS and syllabic segmentation, with special attention to the image of the dancer, which will serve as a common thread for the creation of a small rhythmic-corporeal choreography based on the piece " Grecale" by Murubutu, which is included in the repository.

Video link:

References: [THREE TWO ONE](#)

[CLAP HANDS-CHESTS-FEET](#)

[LIKE THE HEART](#)

[DANCE OF THE HOURS](#)

WE AND MUSIC - SOUND PROJECTS (Maurizio Spaccazzocchi)